

**Literature, Journalism, Writing, and Languages**  
**Information Literacy Foundational Explorations (FELO) Assessment**  
**Fa2020 – Sp2021**

**Learning Outcome:**

FELO 1.c: Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity and relevance of information from a variety of sources.

**Outcome Measure:**

WRI 1010 and WRI 1016: Using resources and information introduced in the Library Research instruction sessions, students completed a library assignment using four sources directly related to their research topics.

**Criteria for Success:**

Data reflect a random sample of students in each section of WRI 1010 (College Composition) and WRI 1016 (College Composition: Research). After mapping scores from the assignment rubric to the AAC&U Information Literacy VALUE rubric, criteria for success are an average score greater than 1.5 for each of the first two elements, an average score of 2 or greater on the third element, and an average score greater than .75 on the fifth element of the rubric. The fourth element (“Use Information Effectively to Accomplish a Specific Purpose”) falls outside the scope of the assignment.

**Aligned with DQP Learning Areas (highlight one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

**Information Literacy Value Rubric - Average Student Scores:**

Course	Semester	N	Determine Extent of Information Needed	Access Needed Information	Evaluate Information & Sources	Use Information for a Purpose	Access/Use Ethically & Legally
Library	Spring 2015	64	1.72	1.81	1.75	N/A	N/A
Library	Fall 2015	94	1.67	1.83	1.78	N/A	N/A
Library	Spring 2016	84	1.74	1.83	1.69	N/A	N/A
WRI 110	Fall 2016	67	1.97	1.88	2.28	N/A	.75
WRI 110	Spring 2017	52	2.00	1.96	2.38	N/A	.85
WRI 110	Fall 2017	73	1.93	1.96	2.49	N/A	.84
WRI 110	Spring 2018	54	1.96	2.00	2.48	N/A	.91
WRI 110	Fall 2018	66	1.97	1.98	2.61	N/A	.92
WRI 110	Spring 2019	42	1.98	2.00	2.57	N/A	.96
WRI 1010	Fall 2019	53	1.98	1.88	2.30	N/A	.88

WRI 1010	Spring 2020	55	2.00	1.98	2.50	N/A	.95
WRI 1010	Fall 2020	58	2.00	1.97	2.66	N/A	.93
WRI 1010	Spring 2021	53	1.96	1.98	2.42	N/A	.90
WRI 116	Fall 2016	9	2.00	1.89	2.00	N/A	.72
WRI 116	Spring 2017	19	1.95	1.89	2.42	N/A	.72
WRI 116	Fall 2017	16	1.81	1.94	2.50	N/A	.91
WRI 116	Spring 2018	18	2.00	2.00	2.44	N/A	.86
WRI 116	Fall 2018	18	2.00	2.00	2.28	N/A	1
WRI 116	Spring 2019	17	2.00	2.00	2.94	N/A	.97
WRI 1016	Fall 2019	18	2.00	1.94	2.83	N/A	.97
WRI 1016	Spring 2020	20	2.00	2.00	2.60	N/A	.89
WRI 1016	Fall 2020	19	2.00	1.95	2.47	N/A	.95
WRI 1016	Spring 2021	18	1.94	1.94	2.11	N/A	.89

For Spring 2015, Fall 2015, and Spring 2016, an average score of 1.5 or higher for each of the first three elements constituted the criteria for success; the two remaining elements were deemed not applicable. For each of these semesters, data from the three relevant writing courses were aggregated. Beginning with Fall 2016, however, data were disaggregated by course.

Prior to Fall 2016, the citation-related element (“Access and Use Information Ethically and Legally”) of the rubric was deemed not applicable because the scope of the assignment necessitated a performance category below the benchmark (value of 1) threshold. In Fall 2016, an additional scoring category (value of .5) was added to the rubric to reflect the parameters of the assignment and to address students’ performance in citing research sources. This addition was necessary to provide a means for assessing the citation component of FELO 1.c.

### Conclusions Drawn from Data:

Scores for the Information Literacy FELO continue to indicate that students are employing the information literacy principles introduced during the library research seminars to interact with information at a level above the initial benchmark (i.e., value of 1 for elements one through three; value of .5 for element five). In Spring 2021 WRI1010 scores were higher for the second element, “Accessed Needed Information,” and were slightly lower in all other elements for both WRI1010 and WRI1016. In Fall 2020 scores remained the same or were slightly lower or slightly higher for both WRI1010 and WRI1016 when compared to previous semesters. In Fall 2020 for WRI 1010 scores were the same for elements one and two, higher than in previous years for element three, and slightly lower for element five (element four is not assessed). In Fall 2020 scores for WRI 1016 were the same as Spring 2019 for element one, slightly lower for elements two and three, and slightly higher for element five. The changes in scores were negligible.

After Spring Break 2020 our curriculum was moved online due to Covid-19 and the remainder of our research seminars for WRI 1010 and WRI 1016 were conducted asynchronously. In Fall 2020, all coursework was online, but we changed our method of delivery to a synchronous model for all research

seminars taught. The lower scores during Spring 2021 coincide with the switch from online instruction to a return to in-person instruction mid-way through the semester due to a step down of Covid-19 restrictions in San Diego County. This change from online to in-person instruction resulted in mix of instruction modalities used in the library research seminars. In Spring 2021, prior to March 22, 2021 all library research seminars were conducted synchronously online. After this date, some library research seminars were all in-person, some were taught synchronous and online, and some were hybrid with most students in-person with a few students online. All in-person and hybrid classes followed social distancing and masking requirements.

#### Evaluation of Sources

Prior to Fall 2016, the scope and format of the assignment limited possible scores in this category to the benchmark (value of 1) or the first milestone (value of 2). Revision of the assignment for Fall 2016 directly asked students to reflect on issues of authority, which allowed some submissions to achieve the second milestone (value of 3) for this element of the Information Literacy rubric. Expanding the range of possible scores on this element allows for a wider distribution of scores and permits a richer understanding of students' differing abilities to articulate the quality of potential research sources. For WRI 116 students, scores for this element dipped slightly in Spring 2018 and Fall 2018 compared to Fall 2017. Accordingly, it was determined that WRI 116 scores regarding evaluation of information sources could be improved and that library faculty would focus in Spring 2019 on more articulately demonstrating to WRI 116 students how to evaluate sources for relevance, credibility, currency, and authority. Scores for this element for WRI 1016 fell slightly in Fall 2019, but improved in Spring 2020. Scores on this third element of the rubric dipped for WRI 110 in Spring 2019 and continued to dip slightly in Fall 2019, but improved in Spring 2020. In Fall 2020, the WRI1010 score for this element was the highest it had ever been at 2.66, and in Spring 2021 scores on this element fell slightly. The greatest dip in scores from Spring 2021 were from WRI1016 students on this element.

#### Access and Use Information Ethically

The rubric element on ethical use of information is expressed in students' facility at identifying, recording, and formatting appropriate citation information for the sources they locate. In Spring 2017, the assignment was revised to scaffold the citation process. Rather than generating complete citations for each source based on sample citations, students identified the specified citation components before integrating these components into a formatted citation. This component of the assignment requires focused attention to detail and a willingness to apply rigid guidelines to a standard citation. A slight decrease in WRI 116 scores for this category was evident in Spring 2019 and scores remained the same for WRI 1016 in Fall 2019, but the scores for both Spring 2019 and Fall 2019 were still higher than they were in Spring 2018. WRI 1010 scored lower in this element in Fall 2019 than in Spring 2019, but the decreases were not substantive, while Spring 2020 saw an increase. In Spring 2020, the drop in scores for WRI 1016 for this fourth element were not appreciable. In Fall 2020, the scores for WRI1016 for this element were higher than in Spring 2020, which shows our added focus on this topic during our teaching with WRI 1016 has been effective. In Spring 2021, scores on this element for WRI1016 fell to the same level it had been in Spring 2020.

Prior to the pandemic and the move to online and hybrid instruction, librarians gave students a paper copy of the MLA Cheat Sheet, which supported student learning of this element. Even during in-person seminars, due to Covid-19 restrictions on shared materials, librarians directed students to the location of the PDF version of the MLA Cheat Sheet on the library's website, instead of handing each student a print copy. The lower scores in Spring 2021 coincide with the use of the online MLA Cheat Sheet and the

move to a mix of learning modalities, suggesting the librarians' may not have spent as much time instructing students where to find the MLA Cheat Sheet online.

**Changes to be Made Based on Data:**

In each category of evaluation, students in WRI 1010 and WRI 1016 continue to meet the criteria for success. Slight decreases in the scores of WRI 1010 students on evaluation of sources will be monitored as will the larger dip from WRI1016 students, but this decrease does not warrant a change in instruction at this time. If the drop in scores continues in Fall 2021 when in-person instruction returns, appropriate adjustments to our teaching will be made.

**Rubric Used**

**INFORMATION LITERACY VALUE RUBRIC**

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



**Definition:** The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy (*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*)

	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (3)</b>	<b>Benchmark (1)</b>
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
<b>Evaluate Information and its Sources Critically*</b>	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
<small>*Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013</small>				
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<b>Access and Use Information Ethically and Legally</b>	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates

	full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
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